

Virginia Board of Education's
LITERACY POLICY SUMMIT

*Closing the Achievement Gap:
A Focus on Adolescent Literacy*



May 1, 2007
Richmond, Virginia

A MESSAGE FROM THE PRESIDENT OF THE BOARD OF EDUCATION

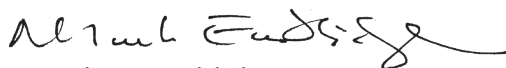
Welcome to the Virginia Board of Education's literacy policy summit, *Closing the Achievement Gap: A Focus on Adolescent Literacy*.

The summit is an expression of the Board's commitment to closing the achievement gap and raising the level of adolescent literacy in the Commonwealth. Summit participants will develop a fuller understanding of the literacy needs of Virginia's students through presentations on current research and from perspectives offered by nationally recognized experts.

It is not enough to teach young children to read. Preparing students for Virginia's rigorous diploma standards and for success in postsecondary education and the workforce requires the cultivation of literacy through all grade spans. This is especially true for students who traditionally have performed below statewide averages for achievement in reading and language arts.

On behalf of the Board, I would like to thank all the presenters and participants for their interest in adolescent literacy and for their contributions toward making this summit a success.

Sincerely,



Mark E. Emblidge
President, Board of Education



VIRGINIA BOARD OF EDUCATION MEMBERS



Dr. Ella P. Ward, Vice President
Chesapeake, VA



Dr. Gary L. Jones
Clifton, VA



Dr. Thomas M. Brewster
Falls Mills, VA



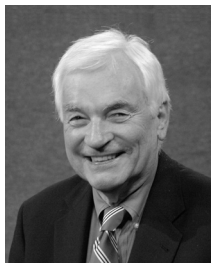
Mr. Kelvin L. Moore
Lynchburg, VA



Mrs. Isis M. Castro
Alexandria, VA



Mr. Andrew J. Rotherham
Earlysville, VA



Mr. David L. Johnson
Richmond, VA



Mrs. Eleanor B. Saslaw
Annandale, VA

Virginia Board of Education's
LITERACY POLICY SUMMIT

***Closing the Achievement Gap:
A Focus on Adolescent Literacy***

May 1, 2007
Richmond, Virginia

8-8:30 a.m. **REGISTRATION**
and Refreshments Shenandoah Corridor

8:30-8:50 a.m. **WELCOME**
and Introductory Remarks Shenandoah Ballroom

Dr. Mark Emblidge
President
Virginia Board of Education

8:50-9:50 a.m. **PLENARY SESSION** Shenandoah Ballroom

Closing the Achievement Gap in Literacy

Dr. Ronald Ferguson
Faculty Co-Chair and Director of the
Achievement Gap Initiative
Harvard University

This presentation will draw upon research conducted by Dr. Ferguson and others to characterize the challenge the nation faces with regard to closing achievement gaps. With special attention to literacy, Dr. Ferguson will emphasize the importance of improving the quality of instruction, affecting parenting practices, and promoting more academically focused youth cultures.

9:50-10:05 a.m. **BREAK** Shenandoah Corridor

10:05-11 a.m.

MODERATED PANEL

Shenandoah Ballroom

Improving Literacy in Unique Student Populations**Moderator:****H. Douglas Cox**Assistant Superintendent for Special Education
and Student Services
Virginia Department of Education

Unique student populations are the focus of some of the hardest questions facing educators and policy makers. English language learners in Virginia's schools speak more than 177 different languages and come from more than 100 different countries. Students with disabilities, who often struggle with today's rigorous academic requirements, may fall further and further behind. How can policy makers and administrators balance the need to both "raise the bar" and "close the achievement gap" with Virginia's struggling learners?

Panelists:**Dr. Peggy McCardle**Chief
Child Development and Behavior Branch
National Institute of Child Health and Human Development**Dr. Don Deshler**Director
Center for Research on Learning
University of Kansas**Dr. Sylvia Linan-Thompson**Director
Vaughan Gross Center for Reading and Language Arts
University of Texas-Austin

11-11:15 a.m.

BREAK

Shenandoah Corridor

11:15 a.m.-Noon CONCURRENT SESSIONS

***Reading and Writing in Digital Environments:
Closing the Achievement Gap with Struggling Learners***

James River Parlor F

Dr. Lynne Anderson-Inman

Director

Center of Advanced Technology in Education

University of Oregon

The speaker will present compelling research about boosting the achievement of limited English proficient students and students with learning disabilities. New developments in using technology as an instructional tool to support these learners' reading, writing, and studying, as well as the related policy implications, will be explored.

Closing the Achievement Gap: Core Elements of a Solution

James River Parlor E

Dr. Don Deshler

Director

Center for Research on Learning

University of Kansas

This session will identify cornerstones required for a strong literacy program. These cornerstones should serve as the basis of any literacy program whose goal is to prepare struggling adolescents to succeed in rigorous courses: instruction as the linchpin; structures that support instruction; and professional development for improving instruction.

***Technology Refusal and the Organization of School:
When High Investment and High Access Fail to
Transform Literacy Teaching and Learning***

Shenandoah Parlor A

Dr. Kevin Leander

Associate Professor

Teaching and Learning

Vanderbilt University

Over a decade of research in technology and schooling has focused on why, once introduced into the standard flow of school practices, technological tools often fail to change the nature of schooling. Recent research exposed how teaching and learning practices in a highly wired school changed little from the school's pre-wired days. This suggests that effective, Internet-related literacy must involve new designs and policies for basic organizational features of school and re-thinking the role of the teacher.

11:15 a.m.-Noon CONCURRENT SESSIONS *continued*

What Happened When We Weren't Looking: How the Nature of Reading has Changed in an Online World and What We Need to do About It

Shenandoah Parlor B

Dr. Donald Leu

Director

The New Literacies Research Lab

University of Connecticut

The Internet is this generation's defining technology for literacy. However, integrating it into school settings has generated a number of questions about what new reading skills and strategies are required online, how best to teach these to adolescents, and what policies will ensure that those who require our help most with developing online reading comprehension skills actually receive it. This session will answer these questions and propose policy initiatives to ensure that all students are adequately prepared for their future.

Addressing the Literacy Needs of Adolescent English Language Learners: Issues and Some Solutions

Chesterfield Room

Dr. Sylvia Linan-Thompson

Director

Vaughan Gross Center for Reading and Language Arts

University of Texas-Austin

Ensuring that all children read well enough to understand grade-level content information is challenging for schools and districts serving the rapidly growing number of English language learners (ELLs). This session will provide a review of the current literature on evidence-based reading instruction for ELLs and provide policy implications.

The Family's Role in Closing the Achievement Gap

York Room

Tony Peyton

Senior Director of Policy and Government Relations

National Center for Family Literacy

This session will explore the important role family literacy and parental involvement plays in ensuring the educational success of our students. By examining the policies that support a multigenerational solution to closing the achievement gap, we can learn how to build on local and state initiatives.

Noon-1:30 p.m.

LUNCH

Shenandoah Ballroom

Introduction of Speaker

Dr. Patricia I. Wright

Chief Deputy Superintendent of Public Instruction
Virginia Department of Education

***From Competence to Excellence:
Closing the Achievement Gap in Adolescent Literacy***

Dr. Billy K. Cannaday, Jr.

Superintendent of Public Instruction
Virginia Department of Education

1:30-2:25 p.m.

MODERATED PANEL

Shenandoah Ballroom

Literacy in the Digital Age

Moderator:

Lan Neugent

Assistant Superintendent for Technology
and Human Resources
Virginia Department of Education

The definition of literacy has always been a moving target. With the increasingly dominant role technology plays in adolescents' lives, a contemporary definition of literacy must reflect the impact of multimedia exposure. This panel discussion will address how technological tools and the online environment are influencing how adolescents learn to read and write.

Panelists:

Dr. Kevin Leander

Associate Professor
Teaching and Learning
Vanderbilt University

Dr. Donald Leu

Director
The New Literacies Research Lab
University of Connecticut

Dr. Lynne Anderson-Inman

Director
Center of Advanced Technology in Education
University of Oregon

2:25-2:40 p.m. **BREAK** Shenandoah Corridor

2:40-3:35 p.m. **MODERATED PANEL** Shenandoah Ballroom

The Impact of Literacy on College and Work Readiness

Moderator:

Dr. Linda Wallinger
Assistant Superintendent for Instruction
Virginia Department of Education

In March, Virginia was rated the most business-friendly state in the nation for the second time in two years. A major part of attracting and retaining businesses to the Commonwealth is ensuring that they will be able to take advantage of a skilled and educated workforce. With the rapid changes in the economy and society, what skills do students need to be successful in postsecondary education and workplace skills training? How will calls for closer connections between academic and career and technical education impact the high school diploma?

Panelists:

Dr. David Spence
President
Southern Regional Education Board

Dr. Sam Houston
President and CEO
North Carolina Science, Mathematics, and
Technology Education Center

Carolyn Witt Jones
Executive Director
Partnership for Successful Schools

3:35-4 p.m. **CLOSING REMARKS** Shenandoah Ballroom

Mrs. Isis M. Castro
Member, Virginia Board of Education
Chair, Literacy Committee

PRESENTERS



Dr. Lynne Anderson-Inman is director of the Center for Advanced Technology in Education, the Center for Electronic Studying, the Oregon Writing Project, and the National Center for Supported eText, all in the College of Education at the University of Oregon. Dr. Anderson-Inman is a nationally and internationally recognized expert on the use of technology to improve reading, writing, and studying, with special emphasis on strategies to enhance the academic success of struggling learners. Dr. Anderson-Inman pioneered the concept of “computer-supported studying.” She has directed numerous federally funded projects, published widely on effective uses of technology, and spoken frequently at national and international conferences.

Dr. Billy K. Cannaday, Jr., was appointed to a four-year term as superintendent of public instruction by Governor Timothy M. Kaine on April 12, 2006. As superintendent, Dr. Cannaday serves as the executive officer of the Virginia Department of Education, which is the administrative agency for the Commonwealth’s public schools. He also serves as secretary of the Board of Education. Prior to his appointment, Dr. Cannaday served as superintendent in two of the Commonwealth’s largest school divisions—Chesterfield County Public Schools and Hampton City Public Schools. Dr. Cannaday was named Virginia’s 2005 Superintendent of the Year by the Virginia Association of School Superintendents. Dr. Cannaday also has served on many boards and committees, including the College of William and Mary Gifted Advisory Board, the Greater Richmond Community Foundation Board of Directors, and the University of Virginia Teacher Education Advisory Committee.

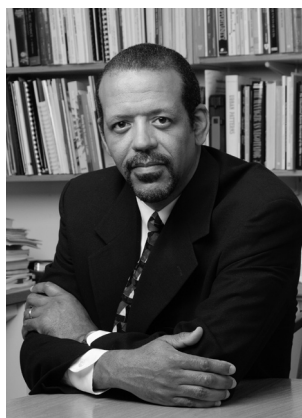


Mrs. Isis Castro is a bilingual instructional leader with more than 20 years of experience in education. She holds a B.A. from the City College of New York and an M.A. from New York University. Mrs. Castro was born in Cuba and came to the United States as a refugee at the age of 14. Her personal experience has fueled her relentless commitment to language minority students and their families. In addition to teaching, Mrs. Castro has worked at the local, county, and state levels as an advocate for K-12 education and community outreach issues. In 1999, Mrs. Castro was elected to serve a four-year term on the school board for Fairfax County Public Schools, the largest school division in Virginia and the 12th largest school division in the nation. In 2003, she was elected as that board’s chairperson. Subsequently, Mrs. Castro became the first Latino ever elected and appointed to serve on the Virginia Board of Education.



Dr. Don Deshler is director of the Center for Research on Learning and a professor in the School of Education at the University of Kansas. Dr. Deshler and his colleagues have completed in excess of \$90 million of contracted research and development work related to the Content Literacy Continuum—a framework for raising literacy achievement for all adolescents. Dr. Deshler serves as an advisor on adolescent achievement to several organizations including the Carnegie Corporation of New York, the National Governors Association, and the U.S. Department of State. He recently received a presidential appointment to serve as a member of the National Institute for Literacy Advisory Board and has testified in Congress and several state legislatures on secondary school reform. Dr. Deshler is the recipient of numerous awards including the J. E. Wallace Wallin Award for leadership in educational research, the Maxwell J. Schleifer Distinguished Service Award, and the Higuchi Research Achievement Award.

Dr. Mark Emblidge currently serves as an affiliate professor at Virginia Commonwealth University's School of Education and as director of the Literacy Institute at VCU. His research focuses on adult and family literacy, high school reform, and at-risk children. In addition, Dr. Emblidge serves as the founding director of both the Virginia Literacy Foundation and Communities in Schools of Virginia. In 1995, President Bill Clinton appointed Dr. Emblidge to the board of the National Institute for Literacy, which he chaired from 1998 to 2002. Dr. Emblidge was recently named a member of the International Literacy Institute Steering Group for UNESCO at Georgetown University. Governor Mark Warner appointed Dr. Emblidge to the Virginia Board of Education in 2002 and to the Southern Regional Education Board in 2004. In 2006, Governor Tim Kaine reappointed him to the Board of Education, where he currently serves as president.



Dr. Ronald Ferguson is the faculty co-chair and director of the Achievement Gap Initiative (AGI) at Harvard University. The AGI is a university-wide initiative to help close the nation's achievement gaps by supporting new research and connecting research to policy and practice. He is also the creator and director of the Tripod Project for school improvement. Dr. Ferguson has taught at Harvard's John F. Kennedy School of Government since 1983. His research publications cover issues in education policy and practice, youth development programming, community development, economic consequences of skill disparities, and state and local economic development. For much of the past decade, Dr. Ferguson's research has focused on racial achievement gaps and has appeared in publications of the National Research Council, the Brookings Institution, the U.S. Department of Education, and the Educational Research Service.

Dr. Samuel H. Houston, Jr., is president and chief executive officer of the North Carolina Science, Mathematics, and Technology Education Center in Research Triangle Park, North Carolina. The center is dedicated to the advancement of science, mathematics, and technology in the schools of North Carolina and around the nation. Previously, Dr. Houston served as the first executive director of the University of North Carolina Center for School Leadership Development, as well as executive director of the North Carolina Education Standards and Accountability Commission, which was charged with defining the skills that North Carolina's students must master to compete successfully in the information economy. Dr. Houston has written and lectured widely on such topics as strategic planning, student performance and accountability, meeting the needs of the 21st century work force, social promotion, and building educational partnerships.



Dr. Kevin Leander is associate professor in the Language, Literacy, and Culture program in the Department of Teaching and Learning at Vanderbilt University. At Vanderbilt, Dr. Leander teaches undergraduate courses in English methods and graduate courses on literacy theory. He taught high school English and French for several years before pursuing his doctorate, working in schools in northern California and northern Italy. His research interests include digital literacy practices, classroom interaction, and the changing relations of literacy to our experiences of space and time. Dr. Leander has published more than 30 research articles and book chapters from his research and has edited a book on literacy and space-time. Earlier this year, Dr. Leander co-chaired the Research Assembly of the National Council of Teachers of English.

Dr. Donald J. Leu holds the John and Maria Neag Endowed Chair in Literacy and Technology at the University of Connecticut and is the director of the New Literacies Research Lab. He is an international authority on the new forms of reading comprehension the Internet requires. Dr. Leu is a former English as a second language teacher, elementary school teacher, and reading specialist, and he formerly served as president of the National Reading Conference. Dr. Leu's scholarship focuses on the new literacies of online reading comprehension and learning. He currently directs a major, federal research grant, Teaching Internet Comprehension to Adolescents, which studies how best to teach online reading comprehension to adolescents in urban districts in Connecticut and rural districts in South Carolina. Dr. Leu has more than 100 publications, including 20 books, and he has given keynote addresses throughout the world.





Dr. Sylvia Linan-Thompson is the Mollie V. Davis fellow in learning disabilities at The University of Texas-Austin, and director of the Vaughn Gross Center of Reading and Language Arts. She is associate director of the National Research and Development Center on English Language Learners that is examining the effect of instructional practices that enhance vocabulary and comprehension for middle school English language learners in content areas. Dr. Linan-Thompson is currently co-principal investigator of studies examining the oral language and literacy development in English and Spanish of Spanish-speaking children and the efficacy of a three-tiered model of reading intervention in general education classrooms and in bilingual classrooms. She is the author of numerous articles, chapters, a book, and instructional guides.

Dr. Peggy McCardle is chief of the Child Development and Behavior Branch, Center for Research for Mothers and Children, at the National Institute for Child Health and Human Development (NICHD) in Rockville, Maryland. In addition to her oversight of the Branch, Dr. McCardle directs the research program on Language, Bilingual and Biliteracy, which includes research on monolingual, bilingual, and cross-linguistic studies of language development. She serves as the liaison for the NICHD with the National Institute for Literacy and has been the NICHD liaison to the National Reading Panel. Dr. McCardle is lead editor of the volumes *The Voice of Evidence in Reading Research* (Brookes, 2004) and *Childhood Bilingualism* (Multilingual Matter, 2006).



Tony Peyton is the senior director of policy and government relations at the National Center for Family Literacy (NCFL) in Louisville, Kentucky. He joined NCFL in 1997 and is responsible for directing its lobbying and advocacy activities and tracking federal and state legislation that pertains to family literacy. He also oversees NCFL's federally funded projects. Prior to joining NCFL, Mr. Peyton conducted issue research for the Kentucky Center for Public Issues in Frankfort, Kentucky, and worked for Congressman Norman Sisisky. He also has worked for the Kentucky Legislative Research Commission and various political campaigns in Kentucky, Virginia, and Alabama. Mr. Peyton serves on the national General Educational Development Advisory Committee, the National Board of Advisors for the Goodling Institute for Research in Family Literacy at Penn State University, and the Board of Directors of Community Coordinated Child Care.

Dr. David S. Spence became president of the Southern Regional Education Board (SREB) in 2005. Headquartered in Atlanta, SREB was created by Southern states in 1948 to help government and education leaders work together to advance education and thus improve the social and economic life of the region. At SREB, Dr. Spence oversees the nation's largest school improvement network. His career has included several educational leadership positions in SREB states, and he served on the SREB staff on two previous occasions, including as vice president for educational policies. He has been executive director of the Florida Postsecondary Education Planning Commission, executive vice chancellor for the University System of Georgia, and executive vice chancellor and vice chancellor for academic programs at the State University System of Florida. From 1998 to 2005, Dr. Spence was executive vice chancellor and chief academic officer of the California State University System.

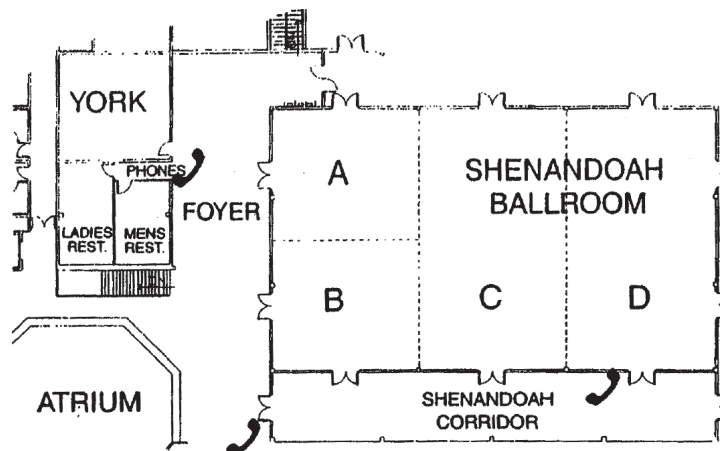


Carolyn Witt Jones is the executive director of Partnership for Successful Schools in Lexington, Kentucky. Ms. Jones is a veteran teacher, education manager, and trainer. In her 30-year career, she has been an assistant and associate professor at the college level, directed planning for school districts, taught in public schools, and served as a consultant to both business and education. Partnership for Successful Schools was formed in 1991 by leaders of national corporations with strong ties to Kentucky. The work of the Partnership has been recognized by several national and business groups. In 1998, the Partnership was awarded the State Business Coalition of the Year Award by the National Alliance of Business. The Partnership has also received the Leaders for Change Decade Award from the Council for Aid to Education, which recognized the program as “so bold, systemic, and long-lasting that it merits special acknowledgment.”

HOLIDAY INN SELECT - KOGER SOUTH

Richmond, Virginia

Second Floor



First Floor

